

Program 055

**SPI - Education Reform****Recommendation Summary**

Dollars in Thousands

	Annual FTEs	General Fund State	Other Funds	Total Funds
<b>2003-05 Expenditure Authority</b>	41.4	76,122	127,126	203,248
<b>Total Maintenance Level</b>	42.2	78,280	124,274	202,554
Difference	.8	2,158	(2,852)	(694)
Percent Change from Current Biennium	1.9%	2.8%	(2.2)%	(0.3)%
<b>Performance Changes</b>				
Responsibilities of K-12 Boards #	(3.0)	(620)		(620)
Science WASL		4,471		4,471
Middle Management Reduction	(.3)	(26)	(4)	(30)
Eliminate Readiness to Learn Grants	(.3)	(7,188)		(7,188)
General Inflation		(47)	(46)	(93)
Assessment System Improvements #	2.0	4,832		4,832
<b>Subtotal</b>	(1.6)	1,422	(50)	1,372
<b>Total Proposed Budget</b>	40.6	79,702	124,224	203,926
Difference	(.8)	3,580	(2,902)	678
Percent Change from Current Biennium	(1.9)%	4.7%	(2.3)%	0.3%
<b>Total Proposed Budget by Activity</b>				
Administration	.1	108		108
Assessment	25.7	35,648	16,111	51,759
Curriculum and Instruction - State Coordination	5.1	1,776		1,776
K20 Network Technology Support		3,918		3,918
National Board for Professional Teaching Standards		7,028		7,028
Professional Development	3.2	8,327	91,293	99,620
Readiness to Learn	(.3)			
Research	3.0	687		687
School Food Services		5,000		5,000
School Improvement	4.3	17,046	16,758	33,804
Compensation Cost Adjustment		190	66	256
Middle Management Reduction	(.3)	(26)	(4)	(30)
<b>Total Proposed Budget</b>	40.6	79,702	124,224	203,926

**PERFORMANCE LEVEL CHANGE DESCRIPTIONS****Responsibilities of K-12 Boards #**

The K-12 governance structure is redesigned to provide clear and appropriate system responsibilities. The Academic Achievement and Accountability Commission and associated staff positions are eliminated, with responsibility for school and school district performance improvement goals, criteria for identifying successful schools and schools in need of assistance, and recommendations for performance incentives transferred to the redefined State Board of Education (SBE). The Professional Educator Standards Board (PESB) will assume greater responsibility for personnel professional standards and accountability, with some current SBE duties transferred to PESB including approving higher education preparation programs for teachers and administrators, reviewing preparation program approval standards, and establishing policies for educator assessment and certification requirements. One staff position is added to the PESB to support the board in fulfilling its increased responsibilities.

**Science WASL**

In Fiscal Year 2006, there are insufficient federal funds to cover the federally mandated reading and math assessments in grades 3, 5, 6, and 8 and the development and implementation of a new science assessment which will be required by the federal government in 2008. For this reason, the costs to administer and score the Washington Assessment of Student Learning (WASL) for science are supported with state funding.

**Middle Management Reduction**

The Governor has directed that middle management be reduced by 1,000 positions by the end of the biennium. This item is this agency's share of the statewide amount.

**Eliminate Readiness to Learn Grants**

The Readiness to Learn grant program was created in 1993 with the goal of helping students arrive at school ready to learn. There are 24 consortia of school districts, local health and social service agencies, and community organizations operating programs to address school readiness. Consortia programs vary, so that those served could include kindergarteners, high school students, or parents. Many of the same local consortia continue to receive grants from year to year. Wanting to focus these dollars toward strengthening early learning and kindergarten readiness, the Governor proposes to reprioritize this funding to expand the Early Childhood Education and Assistance Program.

**Assessment System Improvements #**

The 2004 Legislature, while defining the graduation requirements for 2008 to include demonstrated mastery of state standards, also provided policy support for multiple re-take opportunities for students and the development of options for an objective alternative assessment. The components of this proposal represent the next steps necessary to fully implement the 2008 graduation requirement: development of options for an objective alternative assessment to demonstrate student abilities that may not be reflected on a traditional assessment and funding for school districts to offer a late August or fall retake opportunity.

**ACTIVITY DESCRIPTIONS****Administration**

The Superintendent of Public Instruction is a statewide elected official charged with the constitutional responsibility of overseeing Washington's public school system. The state allocates over \$5 billion per year from state funds for the support of public education. The Office of the Superintendent of Public Instruction (OSPI) apportions the funds to school districts, administers state-funded programs, certifies teachers, collects school data, implements state education laws and programs, and performs other duties as required by the Legislature. In addition, OSPI administers more than \$600 million in federal funds per year and is accountable for Washington's implementation of federal requirements placed on state education agencies. The policy and administrative agency functions include the Superintendent's office, state policy and federal liaison offices, budget and fiscal services, communications, human resources, and agency support information technology services. (General Fund-State, General Fund-Federal)

**Assessment**

Assessment provides all schools in Washington with tests to measure student achievement of basic academic requirements and more advanced skills. The division develops or selects and administers all state assessments and reports achievement data for individual students, schools, districts and the overall state. This information helps districts and schools refine instructional practices and focus curriculum. Tests administered statewide include the Washington Assessment of Student Learning (WASL), the Iowa Tests of Basic Skills (ITBS), and the Iowa Tests of Educational Development (ITED), and an alternative assessment for special education students. In addition, programs which focus on the federal requirements for demonstrating adequate performance for the federal No Child Left Behind Act are within this activity.

### **Curriculum and Instruction - State Coordination**

The OSPI Curriculum and Instruction Division works with the Assessment and Research Division to support curriculum, assessment, and instructional alignment in Washington schools. Technical assistance is provided to school districts and educational service districts (ESDs) regarding curriculum, program development, and research-based best practices/instructional strategies that support state K-12 learning goals. The division is responsible for developing the Essential Academic Learning Requirements (EALRs) and aligning them with the WASL test. The division coordinates with the regional ESDs to provide curricular documents relating to the EALRs.

### **K20 Network Technology Support**

This activity provides the technical assistance, training, scheduling, and technical support services essential for the effective and reliable functioning of the K-12 sector of the K-20 network. These services are provided on both a state and regional basis.

### **National Board for Professional Teaching Standards**

The certification process by the National Board for Professional Teaching Standards (NBPTS) requires an educator to demonstrate teaching practices that meet high and rigorous standards. Washington State supports this effort by providing bonuses for national board certified teachers. In addition, private foundations have contributed resources for assisting teachers with the fees and in preparing the materials required for the certification process.

### **Professional Development**

OSPI administers professional development programs that are focused on developing professional educational policies and procedures to ensure that educators are best prepared to help students meet high standards. OSPI staff provide direct training through conferences and regional institutes. In addition, funding is provided to regional educational service districts, education associations, and directly to school districts for specific professional development activities. Programs included Teacher Mentor Assistance, Leadership Internships, Paraprofessional Training and OSPI's Summer Institutes.

### **Readiness to Learn**

Readiness to Learn is a competitive grant program that funds collaborations among schools and community agencies to link education and human service providers together in an effort to ensure that all children start each school day prepared to learn. It is designed to help children be successful at school; safe in their neighborhoods and at school; healthy and free from tobacco, alcohol, and other drugs; and able to access work and training. There are over 20 consortia that serve approximately 300 schools.

### **Research**

The Research and Data Analysis unit provides a range of services related to education reform. Staff develop and maintain systems to ensure accurate and complete data are available for various state assessments, including the WASL. This unit conducts research and evaluations of state assessments and various education reform issues, including achievement gap, accountability, identifying low and high-performing schools, and dropouts. Staff prepare, publish and disseminate results of critical research to agency staff, state agencies, educators, and other external stakeholders through publications, conferences, and website materials.

### **School Food Services**

School food services are funded by both state and federal funds to provide free or reduced-price school lunches and breakfasts to eligible children. These programs are designed to promote the health and well-being of children by providing nutritious meals to children in public and private schools. Approximately 37 percent, or over 350,000 students, are eligible for free or reduced price meals.

### **School Improvement**

OSPI administers grant programs targeted at improving student achievement in low performing schools. These programs provide technical assistance to school staff and, in some cases, support direct services to struggling students. The Reading Corps and Reading First programs are targeted at improving reading with assistance to struggling readers and staff development for educators. The Math Helping Corps program is a staff development model that places a math educator in a school for two years to assist educators in becoming better at teaching mathematics based on state standards. The federal Title I School Improvement funds and state Focused Assistance funds develop long-term capacity for improving student learning in a collaborative effort with participating districts, schools, and communities.

### **Compensation Cost Adjustment**

This item reflects proposed compensation and benefit cost adjustments that were not allocated to individual agency activities. The agency will assign these costs to the proper activities after the budget is enacted.

**Middle Management Reduction**

The Governor has directed that middle management be reduced by 1,000 positions by the end of the biennium. This item is this agency's share of the statewide amount. These savings will be assigned to the appropriate activities after the budget is enacted.